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AUTHOR Stafford, Thomas H., Jr.; And Others
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ABSTRACT

This study represents a continuation of previous interest in conducting research on 747 international students from 71 countries enrolled at North Carolina State Universtiy. The purpose of this study was: (1) to determine the level of adjustment of international students in selected areas and to compare adjustment levels on the basis of student classification and the student's geographic area; (2) to define the extent to which international students used selected university services and programs and to compare this usage on the basis of student classification and student's geographic area; (3) to determine the extent to which international students needed selected university services and programs but did not use them on the basis of student classification and student's geographic area; (4) to determine student satisfaction with the use of university services and programs and to compare this satisfaction on the basis of student classification and student's geographic area; and (5) to determine the relationship between adjustment in selected areas and use of university services and programs. Methods and results of the study are reported. (Author)

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RELATIONSHIPS BETWEEN ADJUSTMENT OF INTERNATIONAL STUDENTS AND THEIR EXPRESSED NEED FOR SPECIAL PROGRAMS AND SERVICES AT A U.S. UNIVERSITY: RESEARCH AND IMPLICATIONS

Thomas H. Stafford, Jr.
Assistant Vice-Chancellor for Student Affairs
North Carolina State University

Paul B. Marion
Director of Residence Life
North Carolina State University

M. Lee Salter
Associate Director of Residence Life
North Carolina State University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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RELATIONSHIPS BETWEEN ADJUSTMENT OF INTERNATIONAL STUDENTS AND THEIR EXPRESSED NEED FOR SPECIAL PROGRAMS AND SERVICES AT A U.S. UNIVERSITY: RESEARCH AND IMPLICATIONS[1]

Spring 1978 enrollment at North Carolina State University (NCSU) included 747 international students from 71 different countries. The following study represents a continuation of previous interest in conducting research on this large and important segment of the student population on this campus. The purpose of this study was

1. to determine the level of adjustment of international students in selected areas and to compare adjustment levels on the basis of student classification and the student's geographic area;
2. to define the extent to which international students used selected university services and programs and to compare this usage on the basis of student classification and student's geographic area;
3. to determine the extent to which international students needed selected university services and programs but did not use them on the basis of student classification and student's geographic area;
4. to determine student satisfaction with the use of university services and programs and to compare this satisfaction on the basis of student classification and student's geographic area; and
5. to determine the relationship between adjustment in selected areas and use of university services and programs.

It is hoped that the results of the study will be of interest and use to advisors, administrators, and faculty who work with international students in American colleges and universities.

Methods

A questionnaire was designed to collect information related to the objectives stated above. The seventeen areas to which students indicated their present adjustment, and the sixteen university services and programs to which students indicated their use, satisfaction, and perceived need are shown in Table 1, exactly as they were stated on the questionnaire.

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[1]Appreciation is expressed to Mr. Hugh Fuller, Coordinator of Institutional Studies at North Carolina State University, for his assistance with the data analyses and statistical testing in this study.

During registration for the spring, 1978 semester, questionnaires were given to the 186 undergraduate international students who had preregistered for that term and were completed by 53 of those students for a response rate of 28.5%. Questionnaires were mailed to the 365 preregistered graduate international students, and 225 were returned in self-addressed, stamped envelopes for a response rate of 47.1%. The overall response rate was 40.8%

For each of the adjustment areas, students were asked to indicate one of the following levels of adjustment:

1 = Almost never a problem
2 = Sometimes a problem
3 = Often a problem
4 = Almost always a problem

Some data analyses involved computation of an adjustment score, weighted as shown above and ranging from 1 to 4, with a higher score indicating a higher level of difficulty.

For each of the university services and programs, students were asked to indicate whether or not they had used the service. Those who had were further asked to indicate their degree of satisfaction using the following scale:

1 = Very satisfied
2 = Satisfied
3 = Not very satisfied
4 = Not at all satisfied

To show level of satisfaction in this report, percentages in the first two categories have been combined. Those who had not used the service were asked to indicate whether or not they had needed the service.

Each of the above variables were compared on the basis of the student's classification (undergraduate or graduate) and geographic area from which the student came. Countries used in each geographic area are shown in Appendix A.

Results

Table 2 shows difficulty of adjustment for all international students combined. Homesickness is the most difficult area with two-thirds of these students reporting that it is a problem at least some of the time. The next most problematic areas were obtaining housing, social relationships with members of the opposite sex (if not married), English language, and finances. Both the proportion who experienced some level of difficulty and the level of difficulty

can be observed for each area in this table. Generally speaking, most international students have some difficulty with almost all of the problem areas, but the level of difficulty is not extremely high.

Comparison of adjustment to each area on the basis of student classification and geographic area is shown in Table 3. Mean adjustment scores as described in the previous section are presented. Undergraduates reported significantly greater levels of difficulty than did graduate students in the following areas:

English language
Academic course work
Finances
Food
Unfriendliness of the community
Maintaining cultural customs

In two of these cases (English language and maintaining cultural customs), differences between mean adjustment scores are not very great and would not appear to be significant. This results from using a chi-square analysis which indicates a significant difference between the percentage distribution for each group. When these distributions are weighted and then averaged, the resulting mean scores are very similar.

Comparison of adjustment scores on the basis of geographic area resulted in a significant difference in the following areas:

English language
Future vocational plans
Unfriendliness of the community
Social relationships with members of the opposite sex

For the English language, students from the Orient and from Southeast Asia reported the greatest difficulty, while those from India-Pakistan and Africa reported the lowest difficulty. Students from South and Central America and from Southeast Asia reported the lowest levels of difficulty on future vocational plans, while higher levels were reported by students from the Orient and from India-Pakistan. For unfriendliness in the community, African students reported a high level of difficulty compared to lower levels for all other groups.

Finally, students from India-Pakistan and the Orient reported high levels of difficulty for social relationships with members of the opposite sex, while low levels were reported by those from South-Central America.

Another comparison that can be made from Table 3 is to determine the greatest problem area for students from each geographic area and in each student class-

ification. These are shown below.

Geographic Area	Problem Area
Africa	Unfriendliness of community
Europe-Canada	Homesickness
India-Pakistan	Social relationships with opposite sex (for unmarried) Future vocational plans
Middle East-Arab	Homesickness Obtaining suitable housing
Orient	Future vocational plans Social relationships with opposite sex (for unmarried)
South-Central America	Homesickness Obtaining suitable housing
Southeast Asia	English language Homesickness Obtaining suitable housing

Classification	Problem Area
Undergraduates	Finances
Graduate	Homesickness

A final indication from Table 3 is that African students have the greatest overall level of difficulty, while South-Central American students report the lowest level.

The use of, need for, and satisfaction with university services and programs is presented in Table 4. Very high percentages of the international students have used their academic advisor (91%), the library (90%), the Foreign Student Advisor (87%), and the Student Health Service (77%). After these highly utilized services, the percentage using each service drops considerably and ranges from a low of 9% using the Learning Assistance Center to 33% who used their academic dean's office.

For those students who have used these services, satisfaction tends to be very high. Ranging from 96% satisfied with the library to 60% satisfied with the Career Planning and Placement office, the percent satisfied was generally above 70%.

The percentage of students who needed a university service but did not use it is very low. Those range from 2% for university chaplins to 10% for the Student Health Service.

When these same data are analyzed on the basis of classification, there are very few significant differences. As shown in Table 5, undergraduate students are more likely than graduate students to have used the English course for international students and the Learning Assistance Center. For several other services, larger proportions of undergraduates reported using the service, but the differences are not significant, given the smaller frequencies on which the percentages are based.

Academic advisor was the only service for which a significant difference between undergraduates and graduates was found, although other large differences in both directions can be noted but are not significant for the same reason stated above. Not surprisingly, graduate students were more satisfied with their academic advisor than were undergraduates.

There were significant differences among the geographic areas on the percentage using the academic dean, the financial aid office, and the student legal advisor. Table 6 shows that the percentage of students using the academic dean is highest for students from Southeast Asia and from India-Pakistan and lowest for those from Europe-Canada, South-Central America, and the Orient. Financial Aid was most likely used by students from Africa, the Middle East, and South-Central America and least likely used by those from the Orient and Europe-Canada. The student legal advisor was used by higher percentages of students from Europe-Canada and the Middle East and not at all by students from Africa and the Orient.

Table 7 shows satisfaction with university services by geographic area. Frequencies in this table are so small that none of the tests of significance resulted in significant differences, even in those cases where the percent satisfied varied considerably. These areas of considerable variation should be noted as possible areas in which actual significant differences exist but could not be substantiated by this study.

The final data analysis was to determine the relationship between the level of difficulty and the use of university services. This determination was made by comparing the percentage of students in each problem category who further reported that they had used each university service. Table 8 identifies those problem areas for which there was a significant relationship with use of a

university service and in which the use of the service increases as the level of difficulty increases. For example, only 3.4% of the students who almost never had a problem with English had used the Summer Institute in English, while 17.7% of those who sometimes had a problem and 29.2% of those who often had a problem with English had used this service.

Other combinations for which the relationships was significant were problems with English language and use of the English course for foreign students, problems with finances and use of Financial Aid, and problems with vocational plans and use of Career Planning and Placement. It is obvious that these combinations represent a very small number when all the possible combinations are considered.

Discussion

This study has identified the adjustment areas in which international students report the greatest level of difficulty. Those problem areas have been further identified as they relate to student classification and geographic area of the student. Prior knowledge of this type should be of value to those who work with international students and their problems at North Carolina State University.

Use of university services is very high for several services including the international student advisor but very low for most services. In spite of this, there is a low perceived need for these services by those who have not used them. Since most international students have either used these services or do not feel a need for them, it would seem that either current university services have been adequate for adjustment problems of international students or that international students do not associate university services as places where their adjustment problems could be alieviated. To insure that the latter is not the case, those services which are highly used (Academic advisors and the Foreign Student Advisor) should continually identify adjustment problem areas and either assist in their solution or encourage use of other services which may be of assistance.

The absence of significant relationships between adjustment areas and use of university services, except for a very few areas and services, further suggests the need to identify university services as locations for the solution of adjustment problems. An international student handbook, describing university

policies, services, and programs of interest to international students was compiled for the first time at NCSU and distributed to all international students in the fall of 1977. Perhaps this effort and others like it will enhance the perception of university services and increase the likehood of their future use.

TABLE 1

ADJUSTMENT AREAS/NCSU SERVICES AND PROGRAMS

Adjustment Areas

English Language
Academic course work
Finances
Legal concerns (i.e., visa regulations, purchasing an automobile or insurance policy, signing an apartment lease, etc.)
Future vocational plans
Medical services
Food
Unfriendliness of people in the community (i.e., racial or religious discrimination)
Homesickness (miss family, friends, food, customs, etc., of home country)
Relationship with wife or husband (if married)
Social relationships with members of opposite sex (if not married)
Developing friendships
Everyday problem-solving (i.e., shopping, automobile repairs, etc.)
Maintaining cultural customs and traditions
Maintaining religious customs and practices
Obtaining suitable housing for the beginning of this school year
Adjustment to your present housing arrangement

NCSU Services and Programs

University Chaplins
Library
Your Academic Advisor (Faculty Member)
The Dean's Office of your Academic School
The Counseling Center
The Financial Aid Office
The Foreign Student Advisor
Summer Institute in English for Foreign Students
The Career Planning and Placement Center
Foreign Language English Course (Eng. 101, 102, 103 or 104)
The Learning Assistance Center in Poe Hall
The Student Health Service (Clark Infirmary)
The Student Legal Advisor
The International Programming Office in Student Center

TABLE 2

ADJUSTMENT TO SELECTED AREAS

Adjustment Area (Rank Order)	Almost never a problem	Sometimes a problem	Often a problem	Almost always a problem	*Number responding*
Homesickness	34.2%	49.8%	11.1%	4.9%	*225*
Obtaining housing	55.1	21.6	13.3	10.1	*218*
Social relationships with opposite sex	45.4	39.2	5.6	8.8	*125*
English language	41.0	47.1	11.0	0.9	*227*
Finances	48.7	39.7	6.7	4.9	*224*
Future vocational plans	54.9	30.6	11.7	2.9	*206*
Developing friendships	48.9	41.8	8.9	0.4	*225*
Everyday problem solving	50.0	46.0	4.0	0.0	*224*
Maintaining cultural customs	59.2	31.4	7.6	1.8	*223*
Medical services	60.1	31.8	5.8	2.2	*223*
Unfriendliness of people in community	61.6	29.0	6.7	2.7	*224*
Food	65.3	23.1	8.4	3.1	*225*
Academic course work	55.6	41.3	2.7	0.5	*223*
Adjustment to present housing	62.6	30.2	5.4	1.8	*222*
Maintaining religious customs	73.2	20.4	5.1	1.4	*216*
Relationship with spouse	85.7	12.8	1.5	0.0	*133*

TABLE 3

ADJUSTMENT TO SELECTED AREAS BY CLASSIFICATION AND GEOGRAPHIC AREA[1]

Problem Area	CLASSIFICATION		GEOGRAPHIC AREA						
	Ungr	Grad	Africa	Europe Canada	India Pakistan	Middle East Arab North Africa	Orient	South Central American	South-east Asia
English Language	1.75*	1.70	1.43**	1.54	1.22	1.67	2.09	1.70	1.81
Academic Course Work	1.76*	1.39	1.85	1.23	1.06	1.48	1.49	1.51	1.70
Finances	1.82*	1.63	1.54	1.69	1.89	1.75	1.66	1.60	1.45
Legal Concerns	1.59	1.50	1.62	1.15	1.56	1.64	1.52	1.39	1.55
Future Vocational Plans	1.58	1.64	1.50**	1.50	2.09	1.58	2.19	1.17	1.30
Medical Services	1.35	1.54	1.54	1.23	1.67	1.46	1.54	1.57	1.40
Food	1.67*	1.45	1.50	1.62	1.61	1.55	1.47	1.33	1.55
Unfriendliness of community	1.73*	1.44	2.38**	1.38	1.56	1.55	1.53	1.22	1.40
Homesickness	1.80	1.88	1.93	2.00	1.94	1.88	1.89	1.77	1.80
Relationship with spouse	1.17	1.16	1.38	1.00	1.14	1.14	1.09	1.23	1.13
Social relationship with opposite sex	1.70	1.81	1.89**	1.80	2.31	1.67	2.15	1.17	1.67
Developing Friendships	1.47	1.64	1.64	1.46	1.83	1.57	1.83	1.41	1.55
Everyday problem solving	1.55	1.53	1.64	1.23	1.67	1.55	1.62	1.46	1.55
Maintaining cultural customs	1.57*	1.50	1.71	1.77	1.61	1.55	1.48	1.33	1.55
Maintaining religious customs	1.30	1.36	1.36	1.08	1.69	1.42	1.36	1.14	1.45
Obtaining suitable housing	1.69	1.81	2.08	1.50	1.94	1.88	1.60	1.77	1.80
Adjustment to present housing	1.47	1.47	1.86	1.42	1.50	1.54	1.43	1.33	1.35
TOTAL	1.59	1.56	1.70	1.45	1.66	1.58	1.64	1.42	1.53

[1]Adjustment scores shown on this table are weighted mean scores based on the following weightings: *1 = Almost never a problem, 2 = Sometimes a problem, 3 = Often a problem, 4 = Almost always a problem.* The higher the score, the more difficult the adjustment in that area.

*Chi-square analysis computed on the percentage distribution revealed that there is a significant difference (.05) between classifications with regard to this problem area. Weighted mean scores may mask these differences.

**Chi-square analysis computed on the percentage distribution revealed that there is a significant difference (.05) between geographic areas with regard to this problem area.

TABLE 4

USE AND SATISFACTION WITH UNIVERSITY SERVICES AND PROGRAMS

University Service	% who have used	Of those who used, %* who were satisfied	% who have needed service but not used
Academic Advisor	91	94	4
Library	90	96	3
Foreign Student Advisor	87	90	5
Student Health Service	77	85	10
Academic Staff Dean's Office	33	86	4
English Course for Foreign Students	31	67	4
Financial Aid Office	29	81	8
International Program Office	24	81	5
Summer Institute in English	14	71	4
Student Legal Advisor	12	66	7
Career Planning and Placement	11	60	7
Counseling Center	10	77	6
University Chaplins	10	84	2
Learning Assistance Center	9	71	4

*Combination of two response categories: Somewhat Satisfied and Very satisfied.

TABLE 5

USE AND SATISFACTION WITH UNIVERSITY SERVICES AND PROGRAMS, BY CLASSIFICATION

University Service	*Percent who used*				*Of those who used, percent satisfied*			
	Undergraduate		Graduate		Undergraduate		Graduate	
	%	of N*	%	of N*	%	of N*	%	of N*
Chaplins	16.0	50	8.2	158	100.0	9	78.5	14
Library	94.2	52	97.1	174	93.3	45	96.9	161
Academic Advisor	96.0	50	98.2	169	85.1**	47	96.2	161
Academic Dean	37.3	51	33.3	165	76.2	21	90.5	53
Counseling Center	20.0	50	9.0	166	87.5	8	76.4	17
Financial Aid	34.7	49	27.4	168	68.4	19	85.4	48
Foreign Student Advisor	86.5	52	90.1	172	88.1	42	90.4	156
Summer Institute in English	16.0	50	11.3	168	87.5	8	68.1	22
Career Planning and Placement	12.5	48	7.8	167	62.5	8	62.5	16
English Course for Foreign Students	50.0**	52	26.5	170	60.0	25	71.1	45
Learning Assistance Center	17.7**	51	4.2	168	80.0	10	70.0	10
Student Health Service	82.0	50	81.6	174	81.6	38	86.2	138
Student Legal Advisor	12.2	49	9.0	167	77.8	9	64.7	17
International Program Office	33.3	51	22.6	168	82.4	17	81.5	38

*N's shown in this table represent all respondents upon which the % has been computed.

**Test of significance of the difference between two proportions revealed that there is a significant (.05) difference between the proportion of undergraduate and graduate students who used or were satisfied with each service.

TABLE 6

USE OF UNIVERSITY SERVICES AND PROGRAMS BY GEOGRAPHIC AREA

Percent Who Used

	Africa	Europe-Canada	India Pakistan	Middle East Arab	Orient	South-Central America	South-east Asia
	(N=13)	*(N=11)*	*(N=16)*	*(N=61)*	*(N=42)*	*(N=43)*	*(N=21)*
Chaplins	14.3%	18.2%	0.0%	14.5%	11.9%	7.0%	0.0%
Library	92.9	100.0	100.0	97.0	97.9	93.6	95.2
Academic Advisor	100.0	100.0	100.0	98.4	95.7	100.0	90.5
Academic Dean*	35.7	23.1	58.8	34.9	27.3	22.2	61.9
Counseling Center	7.1	0.0	22.2	16.3	6.7	11.1	14.3
Financial Aid*	53.9	15.4	23.5	39.7	6.7	39.1	23.8
Foreign Student Advisor	92.9	76.9	94.4	89.4	87.0	91.5	90.5
Summer Institute in English	7.1	7.7	0.0	17.5	8.9	19.6	9.5
Career Planning and Placement	0.0	7.7	11.8	9.8	18.2	2.2	4.8
English Course for Foreign Students	14.3	15.4	17.7	37.9	32.6	39.1	33.3
Learning Assistance Center	14.3	0.0	0.0	9.4	4.4	13.0	0.0
Student Health Service	71.4	76.9	94.4	81.5	74.5	83.0	95.2
Student Legal Advisor*	0.0	23.1	5.9	19.4	0.0	6.5	9.5
International Program Office	42.9	0.0	44.4	29.7	20.5	13.0	38.1

*Chi square analysis revealed that there is a significant difference (.05) between geographic areas with regard to this problem area.

TABLE 7

SATISFACTION WITH UNIVERSITY SERVICES AND PROGRAMS, BY GEOGRAPHIC AREA

University Services	*Of Those Who Used Service, Percent Who Were Satisfied*																	
	Africa		Europe Canada		India Pakistan		Middle East Arab		Orient		South Central America		South-east Asia	
	%	*N**	%	*N**	%	*N**	%	*N**	%	*N**	%	*N**	%	*N**
Chaplins	87.5	8	0.0	1	-	0	83.3	6	100.0	1	83.3	6	100.0	2
Library	98.3	59	100.0	13	93.8	16	97.7	43	95.7	19	93.3	45	92.3	13
Academic Advisor	89.7	58	92.3	13	100.0	17	95.5	44	94.4	18	95.7	46	92.3	13
Academic Dean	78.3	23	80.0	5	88.9	9	83.3	12	91.7	12	100.0	11	100.0	3
Counseling Center	65.0	8	-	0	100.0	4	25.0	4	100.0	3	85.7	7	-	0
Financial Aid	73.9	23	100.0	6	83.3	6	33.3	3	100.0	4	86.4	22	66.7	3
Foreign Student Advisor	89.7	58	83.3	12	81.3	16	87.5	40	100.0	19	93.2	44	90.0	10
Summer Institute in English	60.0	10	100.0	1	0.0	1	50.0	4	100.0	2	83.3	12	100.0	1
Career Planning and Placement	50.0	6	-	0	66.7	3	44.4	9	100.0	1	80.0	5	100.0	1
English Course for Foreign Stds.	70.8	24	100.0	1	66.7	3	66.7	15	85.7	7	52.6	19	100.0	2
Learning Assistance Center	83.3	6	100.0	1	0.0	1	66.7	3	-	0	70.0	10	-	0
Student Health Service	75.5	49	100.0	9	82.4	17	84.4	33	95.0	20	87.2	39	90.0	10
Student Legal Advisor	61.5	13	-	0	50.0	2	0.0	1	100.0	2	83.3	6	66.7	3
International Program Office	72.2	18	100.0	5	88.9	9	85.7	7	62.5	8	88.9	9	-	0

**N*'s shown in this table represent all respondents upon which the % has been computed.

TABLE 8

RELATIONSHIP BETWEEN ADJUSTMENT TO SELECTED AREAS
AND USE OF UNIVERSITY SERVICES

	Number reporting degree of problem with ...	*Of those, percent who used ...*	
	English Language	Summer Institute*	English Course for Foreign Students*
Almost never a problem	89	3.4%	15.7%
Sometimes a problem	102	17.7	37.1
Often a problem	24	29.2	68.0
Almost always a problem	2	0.0	100.0

	Finances	Financial Aid Office*
Almost never a problem	105	16.2%
Sometimes a problem	83	39.8
Often a problem	15	40.0
Almost always a problem	10	50.0

	Vocational Plans	Career Planning and Placement*
Almost never a problem	106	3.8%
Sometimes a problem	57	10.5
Often a problem	24	25.0
Almost always a problem	5	40.0

*Chi-square analysis revealed that there is a significant (.05) difference between users and non-users of this service with regard to the level of difficulty of this problem area.

APPENDIX A

Countries Included In Each Geographic Area

Middle East/Arab/North Africa

Algeria
Afghanistan
Egypt
Iran
Iraq
Kuwait
Lebanon
Palestine
Sudan
Syria
Turkey
Libya

Africa

British East Africa
Ghana
Ivory Coast
Kenya
Nigeria
Tanzania
Lesotho

India/Pakistan/Ceylon

Orient

Republic of China
Hong Kong
Japan
Korea
Philippines

Southeast Asia

Indonesia
Malaysia
Thailand
Vietnam

Central/South America

Bolivia
Brazil
Guyana
Columbia
Dominican Republic
Ecuador
El Salvador
Mexico
Peru
Venezuela
West Indies

Europe/Canada

Austria
Canada
Finland
France
Germany
Greece
Iceland
Spain
Sweden